



SC Annual School Report Card Summary

GREAT FALLS ELEMENTARY
Chester

Grades: PK-5

Enrollment: 436

Principal: Wendell Sumter

Superintendent: Dr. Thomas Graves

Board Chair: Dr. Richard Hughes

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2010	Average	Average	TBD	TBD	Met	R-DELAY
2009	Below Average	Below Average	N/A	N/A	Not Met	R
2008	Below Average	Below Average	N/A	N/A	Not Met	RP

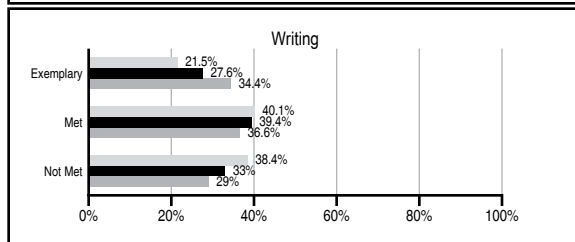
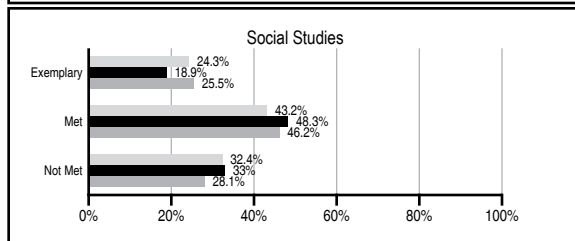
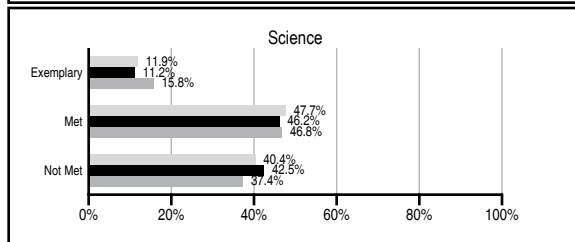
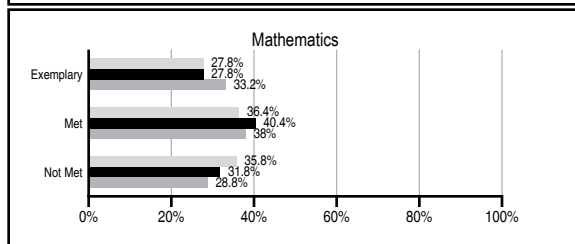
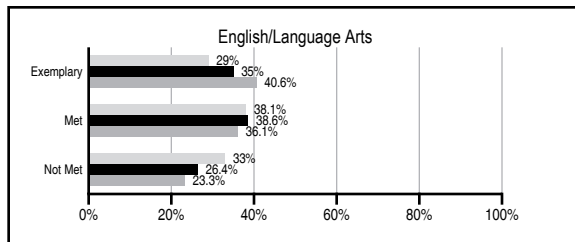
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
2	12	102	12	1

* Ratings are calculated with data available by 03/09/2011. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

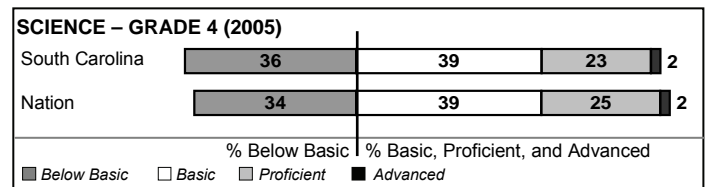
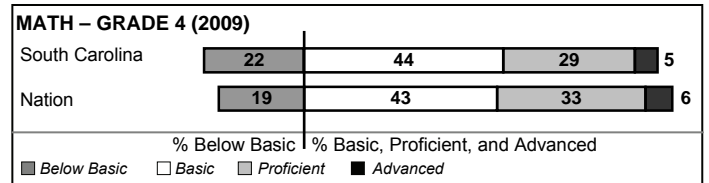
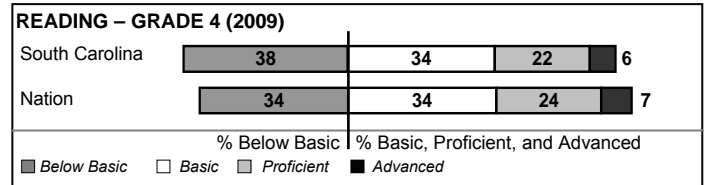
PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC PERFORMANCE GOAL

2010 Goal:

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

2020 Vision:

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Abbreviations Key

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NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

GREAT FALLS ELEMENTARY [Chester]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=436)				
Retention rate	6.1%	Up from 3.8%	1.6%	1.2%
Attendance rate	95.3%	Up from 95.2%	95.7%	96.1%
Eligible for gifted and talented	17.6%	Up from 9.0%	9.4%	11.7%
With disabilities other than speech	9.6%	Up from 9.0%	9.1%	8.0%
Older than usual for grade	2.1%	Down from 3.4%	0.5%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 4.6%	0.0%	0.0%
Teachers (n=29)				
Teachers with advanced degrees	75.9%	Up from 66.7%	59.4%	60.5%
Continuing contract teachers	82.8%	Up from 80.0%	85.0%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	83.2%	Up from 80.5%	87.5%	87.0%
Teacher attendance rate	95.6%	Up from 95.2%	94.8%	95.4%
Average teacher salary*	\$48,475	Down 0.2%	\$46,543	\$47,288
Classes not taught by highly qualified teachers	0.0%	No Change	0.0%	0.0%
Professional development days/teacher	6.6 days	Down from 10.8 days	11.0 days	10.5 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	16.1 to 1	Down from 17.8 to 1	19.3 to 1	19.2 to 1
Prime instructional time	90.2%	Up from 88.8%	89.7%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$7,478	Up 3.5%	\$7,518	\$7,548
Percent of expenditures for instruction**	68.0%	Down from 69.1%	67.8%	68.7%
Percent of expenditures for teacher salaries**	65.7%	Down from 65.9%	64.6%	65.1%
% of AYP objectives met	100.0%	Up from 94.1%	100.0%	100.0%

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	24	70	57
Percent satisfied with learning environment	91.3%	78.3%	66.1%
Percent satisfied with social and physical environment	95.7%	80.0%	75.0%
Percent satisfied with school-home relations	75.0%	92.9%	74.5%

*Only students at the highest elementary school grade level at this school and their parents were included.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Great Falls Elementary School is a Title I school in rural Chester County in the upper state of South Carolina, situated approximately halfway between Columbia, SC and Charlotte, NC. The percentage of students at Great Falls Elementary who received free or reduced lunch for the 2009-10 school year was 76.7%. As a school, Great Falls Elementary met 94.1% of Adequately Yearly Progress criteria for the 2009 year.

Due to Great Falls Elementary's status of "Restructuring" based on Adequately Yearly Progress results, the school made several major shifts in the way instruction and learning are conducted at the school. First, the school day was lengthened by thirty instructional minutes, moving dismissal time to 3:05 PM, increasing time by 150 minutes weekly. This was in response to teachers' concerns that the school day was too short to complete the daily required curriculum.

Secondly, teachers in grades Kindergarten through fifth, as well as self-contained and resource special education teachers, submitted student work samples three times this year in September, December, and April to be calibrated to the state academic standards by DataWORKS of California. Each grade level experienced growth in each of the four content areas. Several grade levels experienced 100% matching of standards at least twice in content areas on their samples.

A third initiative, Explicit Direct Instruction, also from DataWORKS, was implemented in all classrooms to improve student engagement, as well as to hold all students accountable for their learning. Highlights of the program are the calling-on of students by selecting students' names randomly to respond to questions, so that all students are held accountable in a process called Checking for Understanding. The program also emphasizes teaching students on grade level every day. Other changes at the school level for this year were the grade level daily common planning time and the use of common grade level assessments. Having the common planning time during fine arts enabled grade level teachers to meet regularly to plan instruction and assessments. Part of this shift in the fine arts schedule included FAFulous(Fine Arts and Fitness) Fridays, during which students from the entire grade level reported to the gym at their regular fine arts time for fitness, dance, physical education, visual art, and music. Nine weeks awards ceremonies were also held on Fridays during these scheduled times. Creating more unified instruction among the grade level was a result of both the common grade level planning and the use of common assessments. District wide, benchmark assessments at nine weeks intervals were also introduced this year to gauge student progress toward state standards.

After Winter Break, a school-wide Fun Fact Friday was held weekly from January 15-March 26 to increase students' skills on basic facts for their grade level. Students were given 50 problems, such as addition at first grade, and five minutes to complete them. Students received incentive Star Bucks if they increased the number of problems worked correctly each week or decreased the amount of time it took to complete the 50 problems. Following Fun Fact Friday, students began working on 100 problems in preparation for the Timed Math Contest at each grade level.

Great Falls Elementary was also the recipient of a Title I School Improvement Fund (SIF) Grant for the 2009-10 school year, worth over \$200,000.00 in equipment and supplies. Part of these funds were used to purchase Promethean Boards for classrooms, books of interest to both male and female students, as well as resources to assist teachers with creating assessments and assessing student levels of achievement in reading and math. Regular Title I funding provided an Instructional Coach and

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